BSC 307 5-E Model Lesson Plan

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| **Title: Fishbowl Homeostasis** | **Grade Level:**  **9th grade** |
| **Objectives:**  **TSWBAT: Define terms related to homeostasis:**  **TSWBAT: Relate the parts of a fish bowl to the parts of a human that participate in homeostasis.**  **TSWBAT: Understand the functions of the organs that are involved in maintaining homeostasis.** | |
| **Illinois Learning Standards: Stage H 12A and Stage I 12A** | |
| **Engagement:** I feel that this lesson would be an intro into homeostasis, soI will have a power point presentation showing an overview of the vocabulary related to homeostasis. Then I will lead into the activity by asking the students to think of some important parts of a fishbowl. I will write them on the board as the students raise their hands and say their ideas. Next, I will give out the activity and explain what they are to do. | |
| **Exploration**: Students will complete an activity relating homeostasis an organism body to a fish bowl. They will work in partners to complete the worksheet. We will go over the worksheet at the end of class for the last 10-15 minutes to make sure the students have the correct answers and understand the material. | |
| **Explanation:** The worksheet will allow the students to make connections between a fish bowl and homeostasis among organisms. They will be able to understand terms related to homeostasis and how the different parts of body have a role in regulating homeostasis. | |
| **Elaboration:** I will go over this activity at the end of class with the students and have them share their work with the class. The following class I will go more in depth with terms and functions of homeostasis, while referring back to the fish bowl activity, so they can build upon that. I might at the end of the chapter of homeostasis, have the students complete the worksheet again, but this time elaborating more on each section, to see how much they have learned and retained from the chapter. | |
| **Evaluation(Assessment Strategies):** The assessment I will use for this lesson with be completing the activity in class and turning it in as they walk out of the classroom. | |
| **Rationale:** I feel that this activity will be helpful to students by allowing them to critical think while completing the activity. They will make connections between two things that seem very dissimilar when first looked at. Making this connection will help with remembering the information as well, because students can recall parts of the fish bowl and connect it with the specific part of the organism. | |
| **Resources:**  Biggs, , Hagins, , Holliday, , Kapicka, , Lundgren, , MacKenzie, , , et al. (2007). *Biology*.  Charlotte, North Carolina: McGraw Hill. Inline Citation -- (Biggs, Hagins,  Holliday, Kapicka, Lundgren, et al., 2007)  Worksheet was found at: madisonschools.k12.mi.us  (There was no website available that I could get information about the website to site it, only the worksheet was available) | |